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Information in this document is accurate as of August 2020 and is subject to change based on the direction of the Chief Public Health Officer, Government of Nunavut.

For the latest COVID-19 information and GN department updates in all languages:
<https://www.gov.nu.ca/health>; <https://www.gov.nu.ca>





Health and Safety Guidelines for Nunavut Schools

Introduction

The Department of Education, in collaboration with the office of the Chief Public Health Officer (CPHO) and Nunavut education partners, has developed the *2020-21 Opening Plan for Nunavut Schools*, with a focus on health and safety. This plan identifies four stages that will direct school operations depending on the impacts of COVID-19 in each community.

It is important to remember that these stages were developed for the purposes of school opening only. Stages and guidelines are different for schools than for other public and private activities for several reasons, including:

- Current evidence suggests that children may be less susceptible to COVID-19 infection and may be less likely to transmit the virus to others.
- Schools are a controlled environment due to established cleaning protocols, set schedules for students and staff, and scheduled break periods. Any potential spread of the virus can be managed more easily. This includes a simpler process for contact tracing if a case of COVID-19 is identified.
- It is critical to balance the risk of direct infection and transmission of COVID-19 in children with the harms of school closure on their physical and mental health.

The information in this document only applies to schools. If there is an inconsistency or contradiction between this document and the CPHO's statements and orders, the CPHO's statements and orders always take precedence.

COVID-19 Stages of Impact

The *2020-21 Opening Plan for Nunavut Schools* consists of four stages, each of which represents the status of COVID-19 exposure within a community at any given time, and the conditions under which school(s) will operate.

Unless a community is identified by the CPHO as having an increased risk of COVID-19 transmission, schools will remain open.

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Stage 1: There are no probable or confirmed cases of COVID-19 in the community or region. Contact tracing has not identified any exposure of COVID-19. This is the least restrictive learning environment.

Stage 2: There are no active cases of COVID-19. However, a community is at an escalated risk because one or more individuals have been identified through contact tracing as having potential exposure to COVID-19. Increased restrictions will be implemented for in-school learning environments. All staff will report to school. Physical distancing and other health and safety measures will be determined by the CPHO.

Stage 3: A community in Stage 3 is in recovery from one or more cases of COVID-19 and there is evidence of further transmission of the virus. This stage will occur approximately 10-28 days after the **last** identified case of COVID-19 moves into recovery. Recovery-based restrictions to the in-school learning environment and a blend of in-school and remote learning will be implemented. All staff will report to school. Physical distancing and other health and safety measures will be determined by the CPHO.

Stage 4: There are active cases of COVID-19 in a community. There is a complete closure of in-school and land-based learning environments in the impacted community. All instruction will be conducted remotely. Very strict health and safety measures are in place.

NOTE: Each community that has been exposed to a case of COVID-19 will eventually return to Stage 1: No COVID-19 in the Community or in other Communities in the Region. This transition will be at the discretion of the CPHO.

Risk Mitigation Strategies

As we return to school, the health, safety, and wellness of our staff and students is our priority. Schools must regularly follow and assess preventative health and safety procedures and adjust as necessary. These strategies were developed using the Government of Nunavut Public Health requirements and Workers' Safety and Compensation Commission (WSCC) guidelines.

The risk mitigation strategies that schools must follow are outlined in this document and address:

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- Preventing COVID-19 from entering schools
 - **Personal Hazard Assessment (COVID-19 Screening Tool)**
 - Illness Response/Probable Case Protocol
- Enhanced hygiene
- Use of personal protective equipment (PPE)
- Enhanced cleaning and custodial measures
- Cohorting
- Physical distancing
- Classroom set-up and density
- Class schedules, including breaks
- Student pick-up and drop-off
- Busing
- Outdoor settings
- Physical education classes
- Musical activities
- Large gatherings and assemblies
- Emergency procedures and personal emergency response plans (PERPs)
- Land-based programming
- Food programs
- Mental health supports, including counselling and wellness programming
- Risk mitigation for students at higher risk of severe disease
- Children and youth with medical, physical, developmental, and/or behavioural complexities
- Communication tools

For action item checklists, additional comprehensive guidelines, signage, and communication tools, refer to the *Health and Safety Toolkit for School Staff*.

Preventing COVID-19 from entering schools

To prevent the spread of COVID-19, **students and school staff who have signs or symptoms of COVID-19 must stay home**. Decisions about testing and return to school should be guided by the local public health office, in consultation with the CPHO.

A **Personal Hazard Assessment (COVID-19 Screening Tool)** has been developed for all school staff to use during Stage 2 (an escalated risk of COVID-19 transmission) or in Stage 3 (the isolated/recovery stage) should they be concerned that they are exhibiting symptoms of or

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have been exposed to COVID-19. This tool can be found in the *Health and Safety Toolkit for School Staff*.

At the beginning of the school year, staff will identify an isolated location in the school for placing any students or staff showing signs of COVID-19 until they can be transported home.

If a probable case of COVID-19 is identified in a school, the immediate steps to follow are:

- School administration must immediately contact the local health centre to inform and request transportation instructions, including instructions for the parent or guardian picking up the student.
- Students or staff showing signs of COVID-19 must be promptly removed from programming and relocated to a supervised, isolated area.
- Hand hygiene, respiratory etiquette, and PPE (non-medical mask) must be used by the isolated person. Anyone interacting with the isolated person may also wear PPE.
 - Schools will be provided with **Illness Response Kits**. There will be a sufficient number of kits to ensure that all staff members are able to respond safely to identified illnesses. The kits will include non-medical masks, gloves, and hand sanitizer.
- For students staying home to self-monitor or self-isolate, schools must provide meaningful individualized learning packages supported by instruction so that they do not fall behind. More information about learning packages and remote instruction can be found in the *Recovery Learning Framework for School Leaders*.

NOTE: This information can be found in the **Illness Response/Probable Case Protocol** in the *Health and Safety Toolkit for School Staff*.

If a positive case of COVID-19 is confirmed in your school:

- Notify parents and guardians immediately. Use the **Communication Tools** included in the *Health and Safety Toolkit for School Staff*, including phone scripts, social media posts for school social media pages, and letters for parents and guardians.
- Ensure that District Education Authorities (DEAs) or the Commission scolaire francophone du Nunavut (CSFN) deliver the information on the local radio station. The Department of Education will provide communication tools to DEAs and the CSFN.

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- Public Health will provide specific instructions on how to help support their office in contact tracing and response-specific instructions in the school.
- Focus on treating families with respect, fairness, compassion, dignity, and privacy protection.
- Reduce stigma and discrimination. Focus on information sharing and an *Inuugatigiitsiarniq* approach.
- Be mindful of how students share information in less supervised settings (it may be these settings where students can become misinformed). Correct misinformation as you become aware of it. Listen to students and staff. Let them ask questions and answer honestly.
- Look for supportive resources together when you do not know the answers. Review the Government of Nunavut document *Nunavut's Path: Moving Forward During COVID-19* or visit <https://www.gov.nu.ca/health/information/covid-19-novel-coronavirus> to learn more about current public health measures.
- If a family has concerns about the health of their child because of underlying health conditions, they should contact their health care provider for further guidance.

Enhanced hygiene

School staff will:

- Ensure hand hygiene is followed: Wash hands often with soap and warm water for at least 20 seconds, especially after coughing or sneezing.
- Ensure respiratory (cough/sneeze) etiquette is followed: Cough and sneeze into arm or tissue. Wash hands after, following hand hygiene.
- Post signage about hand hygiene, respiratory etiquette, and other healthy living guidelines in your classroom and around your school. This signage can be found in the *Health and Safety Toolkit for School Staff*.
- Encourage students to keep their hands away from their face and mouth.
- Remind students and staff to stay home when sick. Students should tell their parent or guardian if they are not feeling well, and together make a plan to stay home from school. Avoid the use of perfect attendance awards or incentives.
- Encourage students and staff to stay healthy by eating healthy foods, keeping physically active, and getting enough sleep.
- Provide reassurances to students, staff, and community members that they are safe and that these hygiene protocols will help them stay healthy.

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- Keep parents and guardians informed using the sample letters, phone scripts, and social media posts included in the **Communication Tools** in the *Health and Safety Toolkit for School Staff*.

Use of personal protective equipment (PPE)

Any requirement to use PPE is at the discretion of the CPHO and **must** be adhered to under CPHO direction. In general, the use of masks is not recommended for children. However, in stages where physical distancing is required but cannot be maintained, PPE will be required. Remember that masks **do not** replace the need for physical distancing measures and hand washing.

Where the **Personal Hazard Assessment (COVID-19 Screening Tool)** identifies the requirement for use of PPE, ensure PPE is used in accordance with Health Canada guidelines.

When worn properly, a person wearing a non-medical mask or face covering can reduce the spread of his or her own infectious respiratory droplets.

Non-medical face masks or face coverings **should**:

- allow for easy breathing
- fit securely to the head with ties or ear loops
- maintain their shape after washing and drying
- be changed as soon as possible if damp or dirty
- be comfortable and not require frequent adjustment
- be made of at least 2 layers of tightly woven material fabric (such as cotton or linen)
- be large enough to completely and comfortably cover the nose and mouth without gaping

For more information about non-medical masks and face coverings, visit:

<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html>.

For a video on how to wear a non-medical mask or face covering properly, visit:

<https://www.canada.ca/en/public-health/services/video/covid-19-wear-non-medical-mask-face-covering-properly.html>.

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During Stage 2 (an escalated risk of COVID-19 transmission) or in Stage 3 (the isolated/recovery stage), school staff may be required to respond to students exhibiting COVID-19-like symptoms, in which case, staff must use the **Illness Response Kits**.

The following is a list of scenarios when PPE may be required:

- In general, the use of masks is not recommended for children.
- If students are asked to wear masks for specific situations, parents will be notified, and masks will be provided. For example:
 - Students in middle and high school may be required to wear masks as determined by the CPHO in situations where cohorts or physical distancing, when required by the CPHO, cannot be maintained.
 - On the bus, where spacing by cohort or as determined by the CPHO cannot be maintained
 - In response to a student exhibiting symptoms of viral illness in school who has been isolated, to protect the student and other students and staff until they are able to be picked up by a parent or guardian. See **Preventing COVID-19 from entering schools**.
 - If an Elder or other at-risk individual (approved by school leaders) visits your classroom, students and staff may be required to wear masks during that time.
- Some school staff may wear masks in certain situations; for example, if they are unable to physically distance when required by the CPHO, or if they are performing custodial duties.
- Custodial staff may be required to wear PPE at all times. See **Enhanced cleaning and custodial guidelines**.
- If a Student Support Assistant (SSA) is dealing with or regularly deals with students who require physical contact, they may be required to wear gloves and a non-medical mask.
- Use of PPE (non-medical masks) **is not** recommended for those without symptoms. Masks can be irritating and may lead to increased touching of face and eyes, particularly among children.
- Use of PPE (non-medical masks) **is** recommended when physical distancing is required but cannot be maintained. More information on PPE is provided further on in this document.
- Any students or staff who choose to wear non-medical masks will not be discouraged from doing so.

The Department of Education has secured and will provide PPE to schools as required, and support schools in procuring specialized cleaning materials.

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Enhanced cleaning and custodial measures

Schools will be provided with cleaning supplies and training for custodians.

Routine cleaning is performed on a regularly scheduled basis by custodial staff assigned to the school. Routine cleaning includes scheduled cleaning and disinfecting of all washrooms, scheduled sweeping of all floors, sanitizing of table surfaces, emptying trash daily, and other designated tasks.

Supplemental cleaning is performed by custodial staff and is focused on cleaning and disinfecting high-touch surfaces, specifically for the purpose of preventing the spread of disease. Custodial staff will receive enhanced cleaning training and the use of PPE required to clean safely.

Principals will set a schedule for custodians to review and follow for regular and supplemental cleaning. Refer to the *Health and Safety Toolkit for School Staff* for a complete list of enhanced custodial guidelines.

IMPORTANT NOTE for cleaning and disinfecting: Heavily soiled areas should be cleaned first with detergent and water and then disinfected using bleach-water solution or other disinfectant.

Bleach should never be mixed with any other cleaning products. High-touch surfaces should be cleaned twice per day and when visibly soiled. See **Enhanced cleaning and custodial guidelines**.

School staff share a responsibility with custodians to keep their classrooms clean. School staff will be responsible for keeping their personal workspaces clean, such as their desks, computers, phones, or other personal items. School staff also have a responsibility to each other to ensure common areas such as staff rooms are kept tidy and that items are returned to their original state after individual use. School staff are to maintain hand hygiene after accessing common areas and shared touch points or devices.

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Classroom set-up and density

Efforts should be made to arrange classroom furniture to maximize space between students, with seats facing the same direction wherever possible, to reduce potential viral transmission. However, every school is different and classroom set-up may take a variety of forms, depending on classroom space and the type of furniture (tables vs. desks, for example). Schools should work with the Territorial Manager of Health, Safety, and Emergency Preparedness to determine the best way to set up their classrooms.

The size of a cohort will depend on the physical space of the classroom or learning setting and the number of students in the specific class or grade. It is recognized that a 1 metre separation also provides protection and may approach the benefits of 2 metres in the school setting where children should be asymptomatic and especially for younger children as they are likely less efficient transmitters of COVID-19 (SickKids, 2020).

Where possible, the use of 1 metre space is recommended between all student desks. Where physical space and classroom size do not allow for this spacing, desks should be placed equidistant apart. All classrooms should have 2.5 metres (8 feet) of space between the front of the classroom and the first row to accommodate teachers and allow space for students to exit the classroom with ease.

Where needed or required by the CPHO, the use of non-traditional spaces should be explored to maximize daily attendance. This may require creative and collaborative teacher/education resources.

To categorize a school within the context of the health and safety guidelines for schools, refer to the **School Category Allocation Table** at the end of this document. For K-12 schools, Kindergarten to Grade 6 are considered elementary grades, and Grade 7 and up are considered middle and high school.

Maintained seating

It is important, for the purposes of contact tracing, that students maintain the same learning space. Where possible, use and maintain assigned seating so that sustained contact between students is limited. This approach will reduce the transmission of viral illness and increase the effectiveness of contact tracing in the event an infection occurs. Teachers will assign seats in accordance with plans for density reduction so that the same students are not moving into other seats, even when density is reduced. Refer to the **Classroom Set-up Templates** in the *Health*

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and *Safety Toolkit for School Staff* for guidance on how to set up the classroom and assign seats to reduce potential viral transmission.

Classroom density

At Stage 1, classroom density (the percentage of students in school) for elementary, middle, and high school students will be 100%. Students must avoid physical contact where possible.

At Stage 2, classroom density for elementary schools will be 100%. Students must avoid physical contact.

At Stages 2 and 3 for middle and high school and Stage 3 for elementary schools, schools must devise a plan for 50% reduction of classroom density. In communities where there is only an elementary school and a high school, schools will follow the direction of the CPHO regarding density as it pertains to the ages of students in the schools.

Where physical distancing of 2 metres (6 feet) cannot be maintained between desks for all students in a classroom, schools must reduce classroom density. This reduction must be completed in a fair and equitable manner with a clear and consistent schedule for students. Schools should plan in advance so that information can be shared with parents quickly.

Defining a clear and consistent schedule is critical to reduce the risks of transmission of viral illness. Where possible, maintain the same cohorts for the entirety of Stages 2 and 3. School leaders and teachers are strongly encouraged to plan with other teachers where household members attend the same school to ensure that the household members days align. Schools must determine if this will be completed by separating reduced density cohorts by morning and afternoon or day-over-day participation but should maximize the learning for all students. See **Outdoor settings** section.

Schools will organize students by cohort. A cohort is a group of students who remain together. Schools will limit the mixing of students so that if a child or school staff develops an infection, the number of exposures would be reduced.

In Stages 2 and 3, there may be restrictions to learning delivery due to physical space limitations. For example, science classes may require a theoretical approach rather than a practical one to accommodate rotating teachers instead of students. Additionally, using on-screen lab experiments and activities will allow for the delivery of curriculum without requiring individual equipment use.

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Class schedules, including breaks

Class schedules will differ depending on which stage the community is in. Schools may stagger class schedules by cohort to accommodate classroom density and limit the amount of gathering at the beginning and end of the school day, as well as at lunch breaks and during recess. This may include a staggered bus schedule. (See **Busing**.)

Stage 1 – No COVID-19 in the community or other communities in the region (density 100% for all schools)

- Schedules for elementary, middle, and high schools will proceed as normal. In-class instruction will be 5 days a week with regular hours.
- Where possible, physical contact is avoided. Use of common areas for breaks is acceptable, but students should not share food or beverages.

Stage 2 – Escalated risk of transmission in the region

Elementary schools (density 100%)

- Schedules will proceed as normal, including beginning and end of day procedures, lunches, and recess.
- In-class instruction will be 5 days a week with regular hours. Where possible, physical contact is avoided.
- Use of common areas for breaks is acceptable, but students should not share food or beverages.

Middle and high schools (density 50%)

- Schedules for middle and high schools will be staggered to reduce student interaction and accommodate physical distancing requirements. See **Classroom set-up and density**.
- In-class instruction will be 2-3 days a week, with blended instruction.
- Enhanced land-based instruction will also be offered (such as an optional third day of land-based instruction for middle and high school).
- Learning packages will be distributed (following physical distancing requirements) to supplement in-school instruction. School staff will check in regularly with middle and high school students to provide remote instruction.

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Stage 3 – Isolated/recovery from COVID-19 in the community

Elementary schools (density 50%)

- In-class instruction will be 3 days a week, with blended instruction. No eating in common areas or shared spaces, and no sharing of food or beverages.
- Learning packages will be distributed (follow physical distancing requirements) to supplement in-school instruction. School staff will check in regularly with students to provide remote instruction.

Middle and high schools (density 50%)

- Schedules for middle and high schools will be staggered to reduce student interaction and accommodate physical distancing requirements. See **Classroom set-up and density**.
- In-class instruction will be 2 days a week, with blended instruction.
- Enhanced land-based instruction will also be offered (such as an optional third day of land-based instruction for middle and high school).
- Learning packages will be distributed (follow physical distancing requirements) to supplement in-school instruction. School staff will check in regularly with students to provide remote instruction.

Stage 4 – Community transmission of COVID-19

- **All schools will be closed.** Remote instruction will be the primary method of instruction. Learning packages for K-12 will be distributed (following physical distancing requirements) to reinforce previous in-school instruction.
- School staff will not report to school. Principals may do building checks. Principals will encourage school staff to bring home any resources they may require for the duration of remote instruction.
- Supplemental learning tools will be used to check in and maintain contact with students to provide remote instruction.

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Student drop-off and pick-up

Drop-off and pick-up procedures will differ depending on which stage the community is in. Parents and guardians should not enter the school when picking up or dropping off students and must adhere to current public health orders. If parents and guardians need to enter the school for any other reason, they should make arrangements in advance. School leaders are encouraged to work with their Regional School Operations to determine health and safety implications of these arrangements.

Busing

The number of students on the bus will be reduced to increase the space between passengers. Cohort seating should be used as it will decrease the risk of transmission on the bus. For example, if there has been an increased risk of transmission and there is a reduction in student density, one measure that can be used to increase bus driver safety is to leave the first two rows empty. Alternatively, or combined with other administrative measures, staggered bus route schedules can be arranged to reduce the number of students on the bus at one time. Refer to the **Bus Seating Template** in the *Health and Safety Toolkit for School Staff*.

Stage 1 – No COVID-19 in the community or other communities in the region (density 100% for all schools)

- Bus schedules continue as usual for elementary, middle, and high school students.

Stage 2 – Escalated risk of transmission in the region

Elementary schools (density 100%)

- Where possible, bus seating should be arranged by class cohort.

Middle and high schools (density 50%)

- Where possible, bus seating should be arranged by class cohort.
- A strategy to reduce the number of students on the bus may include staggered schedules for alternate age groups (middle and high school students). This should be coordinated along with staggered school schedules.

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<https://www.gov.nu.ca/health>; <https://www.gov.nu.ca>





Stage 3 – Isolated/recovery from COVID-19 in the community

Elementary schools (density 50%)

- Bus seating by class cohort should be enforced.
- A strategy to reduce the number of students on the bus may include staggered schedules for alternate age groups (middle and high school students). This should be coordinated along with staggered school schedules.

Middle and high schools (density 50%)

- Bus seating by class cohort should be enforced.
- A strategy to reduce the number of students on the bus may include staggered schedules for alternate age groups (middle and high school students). This should be coordinated along with staggered school schedules.

Stage 4 – Community transmission of COVID-19

- Schools will be closed to students and staff, and buses will not be running.

PPE for students on buses

Where recommended by the CPHO, middle and high school students may be required to wear non-medical masks on the bus. Where required, parents and guardians will be notified, and masks will be provided by the Department of Education.

PPE for bus drivers/monitors

Where recommended by the CPHO, bus drivers and monitors may be required to wear non-medical masks on the bus. Where required, PPE must be provided by the employer. The Department of Education will provide PPE for buses that are owned and operated by DEAs.

For the latest COVID-19 information and GN department updates in all languages:
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Additional measures during isolated/recovery from community transmission of COVID-19 include:

- The first 2 rows of the bus will be empty to allow for physical distancing for the bus driver.
- Where possible, isolate the bus driver from students with a retrofitted plexiglass barrier (where available).
- The reduced density of students and staggered schedules will also mitigate risks for bus drivers.

Enhanced cleaning measures on school buses

Use disinfectant wipes to clean high-touch surfaces including all seats, grab bars, handrails, and windows. Where disinfectant wipes are not available, create a dilute solution. Refer to the **Enhanced custodial guidelines** in the *Health and Safety Toolkit for School Staff* for instructions on how to create a dilute solution.

Outdoor settings

It is acknowledged that the transmission of the virus is likely reduced in outdoor settings. Outdoor play and learning have many benefits for children and youth. Schools should incorporate outdoor learning activities into the curriculum as much as possible. Activities requiring students to leave the school property must follow land trip guidelines, including risk management protocols.

During outdoor activities such as recess, physical distancing should not be strictly enforced, especially in elementary school children. A cohorting strategy is preferred. (See **Cohorting**.) Students should perform hand hygiene before and after sports, activities, outdoor play, and playground use.

Physical education classes

Sports and physical education class should be encouraged and continue with enhanced cleaning and risk mitigation strategies in place. Ensure hand hygiene before students enter the gym and after they leave the gym. Also, ensure students are using appropriate respiratory etiquette at all times, in all physical education settings.

For the latest COVID-19 information and GN department updates in all languages:

<https://www.gov.nu.ca/health>; <https://www.gov.nu.ca>





Sports equipment should not be shared between students. If sharing is required due to limited supply, it is recommended that the equipment is thoroughly cleaned and disinfected between use.

Stage 1 – No COVID-19 in the community or other communities in the region

- Sports equipment must be disinfected between classes.
- The use of locker rooms and change rooms is acceptable. Where possible, avoid physical contact in the locker room. Do not share items.

Stage 2 – Escalated risk of transmission in community

- Sports equipment must be disinfected between individual use.
- Limit the number of students in locker rooms/changerooms at one time. Based on changeroom size, teachers must make judgement calls that allow students to change while maintaining a metre of space between themselves and another student. This will determine the maximum number of students allowed in the changeroom at one time. Changeroom capacities must be established to allow a minimum of 1-2 metres space for an individual, or as determined by the CPHO.

Stage 3 – Isolated/recovery from COVID-19 in the region

- Sports equipment must be disinfected between individual use.
- Based on locker room/changeroom size, teachers must make judgement calls that allow students to change while maintaining a metre of space between themselves and another student. This will determine the maximum number of students allowed in the changeroom at one time. Changeroom capacities must be established to allow a minimum of 1-2 metres space for an individual, or as determined by the CPHO. Capacities will have to be indicated on the changeroom doors to ensure compliance.

For guidance on the types of activities that can take place during physical education classes at each stage, refer to the **Sports and Activities Guidelines** in the *Health and Safety Toolkit for School Staff*.

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Musical activities

Choir practices and performances and band practices and performances involving wind instruments may pose a higher risk of transmission. It is recommended that these be cancelled until explicit notification to the contrary is received from the CPHO's office.

Other instruments should not be shared between students. If sharing is required due to limited supply, it is essential that the instruments are thoroughly cleaned and disinfected between use.

Large gatherings and assemblies

Large gatherings and assemblies should be cancelled until explicit notification is received from the CPHO's office. Gathering size should be in accordance with public health measures (<https://www.gov.nu.ca/health/information/chief-public-health-officer-orders>). These measures can and do change depending on the stage and current risk. Public health building capacities do not apply in the school setting for school-based operations. All public health measures apply to after-school and non-school programming.

Emergency procedures and personal emergency response plans (PERPs)

Stage 1 – No COVID-19 in the community or other communities in the region

- Emergency procedures (fire drills) must proceed, depending on current public health orders around gatherings.
 - One fire drill must be practiced within the first month of school. There must be two more fire drills before Christmas holidays. There must be three fire drills between January and end of year, for a total of six drills in the school year.
 - One lockdown drill and one lockout procedure must be practiced between school opening and Christmas holidays, and again between January and end of year, for a total of one of each twice a year.

Stage 2 – Escalated risk of transmission in community

- Emergency procedures (fire drills, lockdown drills, lockout procedures) may proceed, with approval from the Territorial Manager of Health, Safety, and Emergency Preparedness at the Department of Education.

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Stage 3 – Isolated/recovery from COVID-19 in the region

- Emergency procedures (fire drills, lockdown drills, lockout procedures) may proceed, with approval from the Territorial Manager of Health, Safety, and Emergency Preparedness at the Department of Education.

Land-based instruction

Land-based instruction will differ depending on which stage the community is. Gatherings of any kind will always be subject to the enacted public health orders. It is important to note that land-based learning outdoors is encouraged if blended or remote instruction is enacted. For general health and safety information about land-based instruction, refer to the *School Excursion Policy*.

- If a community is in Stage 1, land-based instruction will continue as scheduled.
- If a community is in Stage 2, land-based instruction will be enhanced, with an optional third day of land-based instruction for middle and high school.
- If a community is in Stage 3, land-based instruction will be enhanced, with an optional third day of land-based instruction for middle and high school.
- If a community is in Stage 4, land-based instruction will not be permitted.

Food programs

If a community is in Stage 1, food programs can run as normal, with the following increased personal hygiene measures for participants:

- Use proper hand hygiene and respiratory etiquette.
- Clean and sanitize all surfaces and utensils used in the preparation of food.
- Ensure participants do not have any signs of COVID-19 or any other flu-like symptoms.

If a community is in Stage 2 or 3, participants in food programs must adhere to physical distancing orders required by the CPHO. It is extremely important that increased measures are taken to protect food program participants and recipients. Food delivery is the preferred method for distributing food to minimize risk of exposure to others. Refer to the *Health and Safety Toolkit for School Staff* for guidelines on food programs. Food programs may be reduced, adapted, or eliminated at the discretion of the CPHO.

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- If pre-packaged food is being distributed, one person should pick up the individually packaged food and deliver it to the homes of recipients. The person delivering should avoid physical contact with recipients and maintain a 2-metre physical distance, leaving the food outside the door.
- If prepared food is not available, bulk food will be delivered to a location where it will be prepared.

If a community is in Stage 4, food programs may be reduced, adapted, or eliminated at the discretion of the CPHO.

Mental health supports, including counselling and wellness programming

Schools will ensure that counselling and wellness programming will continue in all stages, and that students remain connected to in-person mental health supports as needed. Students will continue to learn about self-regulation to cope with changes at school wherever possible and remotely for Stages 2-4. Refer to the *Recovery Learning Framework* and the *Restore School Toolkit* for more information on mental health supports in schools.

Risk mitigation for students at higher risk for severe disease

Most children and youth with underlying medical conditions should be able to safely attend school, provided that the appropriate safety measures are in place (enhanced cleaning, respiratory etiquette, hand hygiene.) However, it is recommended that parents and guardians discuss this with the child's health care providers so that they can make informed decisions based on individual circumstances. This is particularly relevant for children with newly-diagnosed illnesses.

Children and youth with medical, physical, developmental, and/or behavioural complexities

The return to school will present unique challenges to children and youth with medical, physical, developmental, and/or behavioural complexities, and their families. Parents and guardians may consider scheduling appointments with their health care providers and school leaders for a return to school consultation.

Schools will ensure that students receive supports for learning, including education support services for students following individual student support plans (IEPs and IAPs) at all stages, following appropriate physical distancing measures.

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School Category Allocation Table

School	Category	Region
Jimmy Hikok Ilihakvik	Elementary	Kitikmeot
Kiiliniq High School	Middle and High	Kitikmeot
Arviligruaq Illiniarvik	K-12	Kitikmeot
Kugluktuk High School	Middle and High	Kitikmeot
Kullik Ilihakvik	Elementary	Kitikmeot
Netsilik Ilihakvik	K-12	Kitikmeot
Qiqirtaq Ilihakvik	Middle and High	Kitikmeot
Quqshuun Ilihakvik	Elementary	Kitikmeot
Inuglak School	K-12	Kivalliq
John Arnalukjuak High School	Middle and High	Kivalliq
Jonah Amitnaaq Secondary School	Middle and High	Kivalliq
Leo Ussak Elementary School	Elementary	Kivalliq
Levi Angmak Elementary School	Elementary	Kivalliq
Maani Ulujuk Iliniarvik	Middle and High	Kivalliq
Qitiqliq Middle School	Middle and High	Kivalliq
Rachel Arnngnammaktiq Elementary	Elementary	Kivalliq
Sakku School	K-12	Kivalliq
Simon Alaittuq School	Middle and High	Kivalliq
Tusarvik Elementary	Elementary	Kivalliq
Tuugaalik High School	Middle and High	Kivalliq
Victor Sammurtok School	K-12	Kivalliq
Alookie School	Elementary	Qikiqtani
Aqsarniit Iliniarvik	Middle and High	Qikiqtani
Arnaqjuaq School	K-12	Qikiqtani
Ataguttaaluk Elementary School	Elementary	Qikiqtani
Attagoyuk Illisavik	K-12	Qikiqtani
École des Trois-Soleils	Elementary	Qikiqtani

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School	Category	Region
Inuksuit School	K-12	Qikiqtani
Inuksuk High School	Middle and High	Qikiqtani
Inuujaq School	K-12	Qikiqtani
Joamie School	Elementary	Qikiqtani
Nakasuk School	Elementary	Qikiqtani
Nanook School	Elementary	Qikiqtani
Nasivvik High School	Middle and High	Qikiqtani
Nuiyak School	Elementary	Qikiqtani
Paatsaali School	Middle and High	Qikiqtani
Peter Pitseolak School	Middle and High	Qikiqtani
Qaqqalik School	K-12	Qikiqtani
Qarmartalik School	K-12	Qikiqtani
Quluaq School	K-12	Qikiqtani
Sam Pudlat School	Elementary	Qikiqtani
Ulaajuk School	Elementary	Qikiqtani
Sivuniit Middle School	Middle and High	Qikiqtani
Iglulik High School	Middle and High	Qikiqtani
Umimmak School	K-12	Qikiqtani

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